
Guidelines for Facilities, Equipment, Instructional Materials & Technology

in K-12 Physical Education





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Purpose

The purpose of this document is to provide guidelines relevant to facilities, equipment, instructional materials and technology that support and facilitate the design and implementation of quality physical education programs and enhance students' opportunities to learn.

Physical educators should use this guidance document to support program planning and the curriculum adoption process — and when working with administration to advocate for and address program needs.

Introduction

SHAPE America recommends that quality, daily physical education — that is developmentally and instructionally appropriate — be available to all children. Appropriate instructional practices in physical education recognize students' development and movement abilities. Quality physical education incorporates practices, derived from current research and documented teaching experiences, into a method of instruction that maximizes opportunities for learning and success.

SHAPE America's publication, [*Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison*](#), highlights these best known practices. National content standards and grade-level outcomes, specifying what students "should know and be able to do" are featured within the SHAPE America publication, [*National Standards & Grade-Level Outcomes for K-12 Physical Education*](#). Together these documents provide programmatic support with the ultimate goal of developing physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

In addition to appropriate instructional practices, relevant content and ongoing assessment of student learning, the facilities, equipment, instructional materials and technology are also critical to the design and implementation of a quality physical education program.

Guidelines for Facilities

1. Boards of education, through their school budget process, fund:
 - a) The purchase and maintenance of appropriate and sufficient physical education supplies and equipment;
 - b) Equitable physical education facilities and maintenance of these facilities for each school; and
 - c) Appropriate technology resources to enhance teacher instruction and student learning, with access to network and/or Wi-Fi services (e.g., audio speaker system, teacher wireless microphone, teacher laptop/mobile device, projection system or TV with multimedia player, wearables such as heart rate monitors or pedometers, and student mobile devices).
2. Physical education teachers, physical education program administrators, and school administrators should jointly:
 - a) Develop standards and procedures for purchasing supplies and equipment needed to implement curriculum learning activities;
 - b) Create and maintain an accurate inventory of current equipment and supplies;
 - c) Maintain a list of the appropriate supplies and equipment needed to implement curriculum learning activities, which should include the quantity and variations recommended (e.g., colors, textures, sizes, sounds) to ensure safety and maximum participation;
 - d) Provide input on plans for new physical education facilities; and
 - e) Create policy and develop expectations for acceptable use of facilities and equipment for school staff and non-school staff during after-school hours and for school staff when physical education classes are not in session.
3. School and community facilities and programs are designed and implemented to support and complement one another in serving all students' needs.
4. The physical education environment should be accessible to all students according to IDEA (2004).
5. Adequate space, ranging from 110 sq. ft. to 150 sq. ft. per child, for learning movement activities in which children can move freely and safely. Intact classes should not interfere with one another.
6. A student/teacher ratio of 25:1 per class for elementary and 30:1 for middle school and high school is recommended. The student/teacher ratio should be comparable to that of the general education classrooms. Additional staffing might be necessary when following a student's Individualized Education Program (IEP) and district guidelines for supporting students' needs.
7. Adequate space, ranging from a minimum of 400 to 600 sq. ft. with a height of 10", is available for safe and proper storage of physical education equipment. Storage space should be well ventilated

and separate from other school storage needs such as after-school programming, custodial storage, etc.

8. Physical activity space is designed to facilitate instruction free of distractions and “pass-through traffic patterns.”
9. Restrooms and drinking fountains/bottle fillers should be located close to the instructional facilities; if drinking fountains are in the instructional area, they should be recessed and ADA accessible.
10. Office space for the physical education teacher, ranging from 150 to 250 sq. ft. in size, is provided to allow students convenient access to their teacher for consultation and/or assistance.
11. A learning environment with adequate acoustics (“sound baffles”) permits students to safely participate in all phases of instruction. Providing a teacher with a wireless microphone and mounted speakers can help all students hear instruction, regardless of where they are in the facility.
12. Indoor facilities, with proper flooring and lighting, are cleaned and sanitized on a daily basis. The minimum amount of light should be 35 foot-candles.
13. All-weather outdoor surfaces are properly marked with circles, lines, courts, etc. to permit participation in a wide variety of activities and are appropriate for students with varied ability levels.
14. Outdoor areas are available for teaching and:
 - a) Are free from safety hazards (such as glass, debris, water, trip hazards and unnecessary equipment);
 - b) Are located away from occupied classrooms;
 - c) Have clearly defined physical boundaries;
 - d) Are located far away from parking lots or streets [i.e., no closer than 100 yards], or are separated by barriers that prevent vehicles from entering the area;
 - e) Are located close enough to school buildings to permit access to equipment; and
 - f) Provide shelter in case of inclement weather.
15. Natural play areas are available to facilitate and encourage creative and exploratory play.

Features of Indoor Facilities

Every school should include indoor physical education facilities configured as either a gymnasium or a multi-purpose room. The gymnasium or multi-purpose room should measure a minimum 54' x 90' feet of instructional area, with an additional 10-foot buffer zone for safety, and a minimum of 110 sq. ft. allotted per child.

The primary use of the indoor facility is for physical education instruction. If the indoor facility is used for other purposes (e.g., school lunches, school convocations) the instructional program in physical education should be scheduled to maximize use of the facility for instructional time.

It is of utmost importance that the gymnasium be free from potential safety hazards, such as protruding structures. If the gymnasium also serves as a cafeteria, lunch tables should be recessed into walls, or placed clearly outside the boundaries of the physical education program's space. Boundaries of the gymnasium should be clearly defined to exclude the area in which tables or other

equipment are stored. There should be a minimum of a 10-foot area between stored items and the instructional area.

Safe flooring surfaces include hardwood or tile with adequate cushioning, or a synthetic composition that has a resilient surface. Floor markings help facilitate a variety of activities. The number of different markings (e.g., lines, circles, shapes) should be limited, and the physical education teacher should provide input as to what floor markings are needed. Temporary markings for specific purposes should be removed when no longer needed. If the gymnasium serves as a cafeteria, adequate time should be provided for floor cleaning and drying before physical education class begins to ensure a safe surface, as well as to prepare for the afternoon classes.

Wall and ceiling acoustical treatments should be included to create adequate sound quality. Children should be able to fully participate in physical education activities and simultaneously hear their peers and teacher at all times.

The gymnasium should be well lit, with a minimum of 35 foot-candles, and free from shadows. Lights, clocks and mounted LCD projectors should be covered with protective grids. The ceiling should be a minimum of 22' and illumination should be sufficient to facilitate the physical education program (e.g., ball-handling activities such as throwing/catching, striking with the body, striking w/paddles, volleyball). Gymnasium walls should have a smooth or flat surface from the floor up to 10-15 feet of height. Walls can then be used for a variety of instructional purposes, such as using the wall to throw or strike objects toward. The indoor physical education facility should have easy access to outdoor instructional areas in order to facilitate quick transitions from indoor to outdoor facilities.

Features of Outdoor Facilities for Physical Education

Outdoor facilities, playgrounds, and/or activity areas for physical education class such as field space and surfaced areas should allow accessibility and safe participation for all children.

When outdoor physical education is the only classroom space available, a separate hard surface area, either asphalt or a synthetic product, (50 x 80 sq. ft.; 110 sq. ft. per child) should be provided to ensure physical education instruction may proceed without recess interruptions.

Available field space for physical education use should also allow for instruction without recess interruption. Fields should be leveled, drained, and turfed, with regular maintenance checks scheduled. Permanent structures such as backstops, volleyball standards, benches, and goals should be inspected and serviced on a regularly scheduled plan.

Guidelines for Equipment

Features of Indoor Physical Education Equipment

[Standard 1](#) states: “The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.” To successfully address this standard, sufficient and developmentally appropriate equipment is essential.

The equipment lists found in this document’s appendices provide a foundation for K-12 physical education curriculum based on the [National Standards](#). Equipment recommendations for the elementary level highlight skill movement themes (e.g., throwing, catching, kicking, striking, bouncing, jumping/landing, skipping), movement concepts (e.g., spatial, effort and relationship awareness) and fitness skills and knowledge to establish the foundation for physical literacy, including dance, gymnastic, fitness, educational games and other physical activity experiences.

The secondary level expands upon this to further enhance this foundation for skilled movement, movement concepts, fitness skills and fitness knowledge is expanded to establish the base for lifetime activities, fitness activities, dance and rhythmic activities, games and sports, individual-performance activities, outdoor pursuits, and aquatics.

The size, texture, weight, and/or color of equipment should be varied to accommodate all levels of motor development and physical growth for students. Colors can also be used for organizational and instructional purposes. If unsure of what size or type of equipment to purchase, research equipment used by youth sporting organizations and seek equipment recommendations outlined in vendor catalogs. Many vendors also sell “Class Packs” that make for a great starting point. Remember to purchase equipment for all ability levels, which includes lighter weight, plastic and/or larger-sized items for Adapted Physical Education needs.

Features of Outdoor Physical Education Equipment

Outdoor education is a part of the physical education curriculum. These activities are environment specific and may include activity experiences in indoor traverse walls, indoor/outdoor climbing walls, outdoor rock climbing, swimming pools, kayaking, low and high ropes courses, camping, bicycling, rollerblading, geocaching, orienteering, stand up paddle boarding, etc. Outdoor education equipment may be specific to your community and/or region and the outdoor resources your site or program offers.

In all instances, installation of outdoor education equipment should be completed by a professional crew, and all maintenance and care for the equipment should adhere to the manufacturer’s guidelines and safety regulations. Regular safety checks of equipment should occur before use, and an equipment inventory should indicate when replacement of equipment is needed to maintain safety.

When determining what outdoor equipment or facilities would best suit your students and your physical education program, consider the following factors:

1. Accessibility:

- Equal access to equipment *and* appropriate resources for all abilities.
- Considerations should be given to how many students will be able to use the equipment — and for what time period over the course of the semester or school year.

- The more students that can benefit from the purchase of equipment or installation of a facility, the better. It is expected that some equipment will be used on a seasonal basis (e.g., snowshoes, watercraft, high ropes, etc.).
- Ensure that there is a wide variety of equipment, so that the program is universally designed for all students.

2. Local Access:

- Prioritize equipment based on availability in a school community environment. (e.g., bicycles if you live in a community with a wide network of bike trails; canoes/kayaks/stand up paddle boards if you have access to open water suitable for water-based activities).

3. Storage:

- Safe and secure storage is provided for items such as bikes, canoes, kayaks, etc.
- Determine how and where these items will be stored and assess the ease of access to these items when ready to use them in physical education.
- Determine who will have access to the storage space and keys or padlocks.

4. Maintenance:

- Develop and maintain safety inspection schedules (e.g., climbing walls and high rope facilities).
- Allocate funds in the budget dedicated to the maintenance and replacement of equipment.

5. Space:

- For fixed items such as a climbing wall, or a low or high ropes course, determine how much space the equipment will require and if any space will be lost when the equipment is in use. (i.e., less space available in the gymnasium for other activities if the climbing wall is being utilized by a class).

6. Safety:

- Access to facilities such as climbing walls, low and high ropes courses should only be available when under the supervision of a trained/certified individual.
- Climbing walls may require coverings to prevent unsupervised access. Outdoor low and high ropes courses should be located in a fenced and appropriately secured area, with appropriate signage prohibiting access without the supervision of a trained/certified individual.

7. Funding:

- Many outdoor equipment items or outdoor facilities such as high ropes courses or climbing walls come at a significant expense, usually not provided for in the annual physical education budget. Funding sources might include PTOs, local grants, or state and national grants.

8. Shared Equipment:

- Consider sharing equipment across the district or between buildings if equipment is cost prohibitive or storage space is an issue.
- Have a plan for how equipment will be rotated and how it will be transported from site to site.

Equipment Lists & Recommended Availability of Equipment

Keeping physical education best practices in mind, a general guideline when building your program's equipment inventory is to have enough equipment so that each student has their own piece (1:1) or can share with a partner (2:1), or worst-case scenario share among a small group of four students or less (4:1) for stations.

Having an adequate amount of equipment allows students more opportunities to practice skills; it also reduces wait times and increases participation levels, all of which increases students' ability for success in their physical education class.

Depending upon available funding, teachers may need to start with one or two stations of equipment and continue to add to this part of their inventory each year. Physical education programs should focus on building up an equipment supply in which there is enough for each student, then create a rotational system that allows for replacement of heavily used items.

The following sample equipment lists can help you get started:

- Appendix A: [K-12 General PE Teacher Supplies & Technology](#)
- Appendix B: [Adapted Physical Education Equipment](#)
- Appendix C: [K-5 Physical Education Equipment](#)
- Appendix D: [6-8 Physical Education Equipment](#)
- Appendix E: [9-12 Physical Education Equipment](#)

Equipment Storage, Marking and Inventory

Careful consideration should be given to adequate storage space [a minimum of 400 to 600 sq. ft.; 10" height]. Storage areas are planned to allow for adequate space with secure and reasonable ease of access to needed equipment. Secured shelving, organization bins, and rolling carts are recommended.

To help guard against loss or theft:

- All physical education equipment should be logged into inventory when purchased.
- An annual inventory of physical education equipment should be taken/updated to reflect equipment conditions and help inform purchasing needs.
- All physical education equipment should be marked for purposes of identification and for keeping an updated inventory.
Example: Marking a ball with "LMS PE '20" would mean Lincoln Middle School PE equipment purchased in 2020. Others who find this item out of place can return it to the PE department. Marking also helps the PE department track equipment age for future purchasing planning.
- Physical activity equipment used for recess and/or by classroom teachers should be kept in a separate location from the physical education inventory.
- The physical education equipment storage space should be secure with access limited to the physical education staff and other permitted users (e.g., custodial staff access for deliveries and administrative access).

Guidelines for Instructional Materials & Technology

Features of Instructional Materials & Technology

Meaningful and purposeful instructional technology provides educators and students with the opportunity and tools to teach, learn, and assess beyond traditional instructional and learning strategies.

It is important that physical education teachers and students have access to a wide variety of technology resources and tools to enhance teaching and learning. Technology should serve a meaningful and relevant purpose that supports the overall physical activity experience of physical education.

Technology tools that can be used to augment, modify, and redefine learning in the physical education classroom include:

- Classroom Technology:
 - Sound system (hardwired and/or portable, preferably with Bluetooth)
 - Wireless microphone
 - Projection system/LCD projector (preferably mounted so it does not impede instructional and activity space)
 - Media player (to connect into projection system)
- Student Wearables:
 - Heart rate technology: heart rate monitors, pulse sticks
 - Activity trackers: Fitbits, Garmin
 - Pedometers (activity time, step count)
- Mobile Devices & Applications:
 - Tablets, iPads, Chromebooks
 - Technology applications (apps), QR codes, geocache readers
- Digital Learning Tools & Management Systems:
 - Canvas, Google Classroom, Google Meet, Zoom, Flip Grid, Seesaw, Screencastify, Jamboard, Microsoft Teams, Padlet, etc.

Adapted Physical Education Considerations & Resources

Adapted physical education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability (APENS.org 3/10/21).

In working with students with disabilities, look at what the student *can* do, reach out to the IEP team for support and strategies, and celebrate student success.

An adapted physical education teacher often utilizes the following four main types of adaptation and modification:

- **Instruction:** Adapted physical education teachers may modify how they deliver instruction. Instruction can be provided through multiple means, such as verbal instruction, gestures, pictures, written word, demonstration, and/or videos. This allows students to access information through their preferred method.
- **Environment:** Adapted physical education teachers may adapt the size or stimulus of the environment to make it more functional for all learners.
 - Size: changing the size of the activity area or size of the activity group
 - Stimulus: changing sensory or stimulus input and output (e.g., lighting, sound, visuals).
- **Equipment:** General physical education equipment is often adapted or changed so it is more accessible for students with disabilities. Equipment can be made bigger or smaller, more tactile, more visually stimulating, or made to move slower. These changes allow for a greater rate of success when engaging in physical activities and games.
- **Rules:** Activity or game rules may be added or taken away to make the activity inclusive for all abilities.

Teachers should purposefully plan for and purchase adapted physical education equipment and add it to the equipment inventory for each instructional unit. For example, in a high school basketball unit, some suggested adapted physical education basketball equipment would be a glow ball, high visibility ball, bell ball, and a 5- to 8-foot portable hoop. Many equipment vendors sell adapted physical education equipment.

The sample Adapted Physical Education Equipment List found in [Appendix B](#) can help educators get started. Refer to IDEA/ADA and other sections for accessibility of facilities for students with disabilities to have access to physical education.

Safety Guidelines & Considerations

All facilities should have safety protocols in place for emergency situations such as weather-related emergencies (severe weather/tornadoes), first aid emergencies, and intruder situations. Clear communication protocols should be in place for all situations: who to call, when to call, use of cell phone or walkie talkies for monitoring emergency situations or contacting administration and relevant emergency services.

Factors to consider:

1. Location of first aid kits and AEDs in all areas. These should be clearly marked and checked regularly to ensure the kit is fully stocked.
2. Weather safety areas and the quickest access to these areas from each facility used in physical education (e.g., from outside locations, swimming pools, gyms, or any other facilities used for physical education classes).
3. Access. Determine which doors should be used to access outside areas and/or return from outside areas and adhere to school policy for how areas will be secured and who will have keys to allow for access.
4. Ensure that each escape route is accessible for all students and alternatives are clearly designated if there are any physical barriers.

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Resources

Appropriate Practices

- [Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison](#)
- [20 Indicators of Effective Physical Education Instruction](#)
- [Position Statement: Physical Activity Should Not Be Used as Punishment and/or Behavior Management](#)

Quality Physical Education Programs

- [National Standards & Grade-Level Outcomes for K-12 Physical Education](#)
- [National Standards Initial Physical Education Teacher Education](#)
- [National Standards for Sport Coaches: Quality Coaches, Quality Sports, 3rd Edition](#)
- [Position Statement: Physical Education Is an Academic Subject](#)
- [Position Statement: Physical Education is Essential for All Students](#)
- [Guidance Document: Physical Education Program Checklist](#)
- [SHAPE America Download Library](#)
- [SHAPE America Teacher's Toolbox](#)
- [SHAPE America Books](#)
- [Unified Physical Education](#)

Appendix A: K-12 General PE Teacher Supplies & Technology








General Physical Education Teacher Resources	
Teacher Supplies <ul style="list-style-type: none"> • Teacher Station Wheeled Cart: For daily use items (clipboard, files, signs, music/speaker, first aid kit, etc.) • Clipboard • Whistle (*electronic whistles are great for substitute teachers) • Portable teacher device: iPad/laptop • General toolbox 	First Aid & Safety <ul style="list-style-type: none"> • First aid kit • Backpack or bag for first aid kit, clipboard, etc. when going outside. • Walkie talkie or cell phone, with emergency numbers • Emergency protocol items • Knowledge of AED location
Audio & Visual Support Tools <ul style="list-style-type: none"> • Portable or stationary sound system (CD player, Bluetooth, etc.) • Music, playlists • Wireless microphone • Audiovisual (AV) cart for: music speakers, microphone, LCD projector and assistive technology • LCD projector or TV • Student technology: tablets or laptops • Whiteboard or portable whiteboard • Dry erase markers and erasers • Bulletin board • Student whiteboards • Student clipboards (full or half size) • Sign holders, over-the-cone folders, pocket holders, etc. • Visual aids and posters • Sign hanging tools: Command strips, EZ clips, Velcro, floor tape 	Equipment Storage <ul style="list-style-type: none"> • Equipment bags • Mesh storage • Ball carts • Storage containers, crates or baskets • Storage wagon for outside use • Large containers or garbage cans (some on wheeled bases) • Wheeled storage carts (for jump ropes, mats, fitness bands, etc.) • Tips: <ul style="list-style-type: none"> ○ Wheeled carts help with the transition and use of equipment, including tracking inventory. ○ Have an “in season” and/or “in use” cart and rotate equipment in and out of these. Put equipment on shelves or in tubs when not in use.
General Equipment Supplies	
<ul style="list-style-type: none"> • Wall pocket storage holder (for pedometers, heart rate monitors, attendance check-in, etc.) • Electric ball inflator (standard pump) • Ball inflator needles, small bag • Ball repair kit • Pocket hand pump • Heavy duty inflator/deflator or fitness ball compressor. *Essential for stability balls, larger and cage balls. • Measuring tapes: 100’ and 50’ • Floor tape: 1” and 2” (several rolls of each); tape layer (optional) 	<ul style="list-style-type: none"> • Cones, all sizes: 6”, 12” 18”. Approximately 12 of each size to start. Add more as you determine needs. • Large cones: 36”, set of 6. Great for use as batting tees, targets, goals, obstacle course markers, etc. • Poly spots: 9”, start with one set of 12 and add more as you determine (more colors, types or sizes). • Beanbags • Hula hoops • Jump ropes, all sizes

General Physical Education Teacher Resources (cont.)

Technology Supplies	Office & Technology Supplies
<ul style="list-style-type: none">• Wheeled cart with lockable cabinet• LCD projector and media player• Sound system, music amp, or speaker that can be connected to projector and Bluetooth• Extension cord and surge protector• Adaptors to connect technology to projector or TV• Remotes, Bluetooth and adaptors for connecting to sound systems• Electronic timer and/or wall mount timer with Bluetooth	<ul style="list-style-type: none">• Markers and erasers• Clipboards, whiteboards• 3-hole punch, paper cutter, staplers, scissors, tape dispensers, electric pencil sharpeners• Surge protectors• Batteries, rechargeable batteries• Pedometer batteries• Pocket laminator for signs

Appendix B: Adapted Physical Education Equipment






Here is a sample list of adapted physical education equipment. These items may be available from multiple equipment vendors.

Adapted Physical Education Equipment				
Item Name	Picture	Purpose	Often Sold As	Recommend
Foam Discs		Soft catching of the Frisbee	1 set of 6	2 sets
Velcro Catch Sets		Catching	1 set of 2	6 sets
Batting Tee Insert		Striking support	1	1
Gymnic GrabBall		Catching	1 set of 6	6
Poly Spots		Assist with stations or squad spots (tape student faces to the poly spot to help with assigned seats)	1 set of 12	1
Slow Motion Soccer Ball		Kicking support	1	1
Volleyball Trainers		Volleying	1 set of 6	1




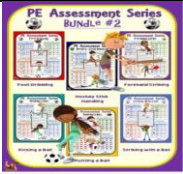






Adapted Physical Education Equipment (cont.)

Item Name	Picture	Purpose	Often Sold As	Recommend
Budget-Friendly Volleyball Trainers		Volleying		
Speed Minton		Lightweight paddle	1	12
Balloons		Punch balloons		
Noodles			Set of 32	1 set
Visual Timer		Visual timer	1	
Arrow Markers		Stations, rotations	Set of 6	1 set of 6 straight 1 set of 6 curved
Feet Markers			Set of 12	1
Easy Nets			1 set of 6	1 set
Cone Markers		Visual supports	1 set of 6	1

Adapted Physical Education Equipment (cont.)

Item Name	Picture	Purpose	Often Sold As	Recommend
Scarves			1 set of 6	2
Bowling Ramp			1	1
Bell Ball			Set of 6	1
Parachute			1 -35"	1
Bean Bag			Set of 12	1
Plastic Balls		Golf, throw, can add velcro	Softball size- pack of 6	1
Bat		Only need one (not 6)	Set of 6	
Velcro			12 ft roll	4
Scooters			Set of 6	1
Small Net for Tennis and Badminton				

Adapted Physical Education Equipment (cont.)

Item Name	Picture	Purpose	Often Sold As	Recommend
Football				
Hollow Weights		Or use pool foam weights		
Portable White Board				
PE Posters		Break down to essential components		
Cart		With tag Wheels Locking capacity		
IHT Heart Rate Monitors				
Bell Ball				
Distance Measuring Wheel				
Velcro Jingle Bells				
Glow City Balls		Visual impairment		

Appendix C: K-5 Physical Education Equipment

NOTE:

- Programs must include equipment that helps students of all abilities learn, build skills, and feel successful in each lesson and instructional unit, including adaptive physical education students.
- Examples include providing equipment that is softer, larger, and/or lighter. Equipment should assist with skill development and game play adaptation.
- Look to equipment vendors for a wide selection of adapted PE equipment ideas.

Equipment Recommendations for K-5 Physical Education Outcomes	
Standard 1: "Demonstrates competency in a variety of motor skills and movement patterns"	
Locomotor & Non-locomotor:	
Locomotor: Hopping, galloping, running, sliding, skipping, leaping, jogging, running, dance, combinations.	
<ul style="list-style-type: none"> • Lines in gymnasium • Cones • Poly spots • Directional arrows • Floor tape 	
Non-locomotor: Balance, weight transfer, rolling, curling or stretching, twisting, bending, combinations.	
<ul style="list-style-type: none"> • Physical activity books • Balance beam • Yoga mats • Tumbling mats 	
Manipulative:	
Underhand throw, overhand throw, passing with hands, catching.	
THROW/CATCH: <ul style="list-style-type: none"> • Foam skin balls: 5", 6.3", 8.25" • Fleece/yarn balls • Velcro mitts • Scoops/wiffle balls • Tail balls • Footballs: Mini or Junior/Size 3 • Bean bags • Bowling balls • Frisbees • Squish or bump balls/Tumble-n-Ball • Grab balls/sticks 	TARGETS: <ul style="list-style-type: none"> • Bean bag targets • Buckets • Bowling pins • Nets • Rebounders • Floor tape/visual targets • Frisbee targets

Equipment Recommendations for K-5 Physical Education Outcomes (cont.)

Manipulative:

Dribbling/ball control with hands.

BOUNCE/CATCH & DRIBBLING:

- Playground balls: 8.5"
- Basketballs: Mini, Junior, Intermediate
- Bounceable foam/grip balls: 6" or 8"
- Oversized ball: 30" or 40"
- Mesh bungee dribble aid

Dribbling/ball control with feet, passing/receiving with feet, dribbling in combination, kicking.

- Soccer balls: Size 3 (under 8), Size 4 (8-12)
- Foam soccer balls
- Tether soccer ball
- Soccer nets or cones for goals
- Poly spots for kicking (home base or spot to land for oppositional step)

Volley underhand & overhead.

- Balloons (latex free, if possible)
- Beach balls
- Soft touch volleyballs
- Oversized volleyballs
- Volleyball nets
- Portable gym standards
- Hula hoops or spike ball/round nets
- Bounceable balls

Striking short implement & long implement, in combination with locomotor.

SHORT IMPLEMENT:

- BoundaLoons
- Lollipop paddles
- Scoops
- Fluff balls/yarn balls
- Nerf tennis balls
- Wiffle balls

LONG IMPLEMENT:

- BadaLoons
- Badminton or Speedminton racquets
- Youth tennis racquets: 21" (K-3), 24" (4-6)
- Bats: 27.5" jumbo bats, 29" foam bats, 30" plastic bats
- Floor hockey sticks: 30" or 36" foam or soft blade sticks

STRIKING ACCESSORIES:

- Batting tee
- Mesh bag & jump rope combination (to hang ball from basketball hoop)
- Baseball gloves: 11" or 12"; right and left
- Portable tennis nets
- Portable badminton nets
- Over-the-cone net strips
- Fluff balls
- Shuttlecocks/birdies: standard, slow speed, and oversized
- Nerf tennis balls
- Wiffleballs or Softie softballs
- Hockey pucks or balls

Jumping rope.

- Short jump ropes: 7', 8', 9', a few 10"
- Hula hoops
- Floor lines, floor tape
- Long jump ropes: 14'
- Jump bands
- Chinese jump ropes

Equipment Recommendations for K-5 Physical Education Outcomes (cont.)

Standard 2: "Applies knowledge of concepts, principles, strategies and tactics related to movement and performance."

Movement Concepts:

S2.E1 - Space

- Floor lines/tape: 1" and 2", variety of colors and sizes
- Cones: 6", 9", 12" and 18", mini markers, dome cones, half cones
- Poly spots
- Directional arrows

S2.E2 - Pathways, shapes, levels

- Floor lines/tape: 1" and 2", variety of colors and sizes
- Cones: 6", 9", 12" and 18", mini markers, dome cones, half cones
- Poly spots
- Directional arrows
- Sound system/music
- Tumbling mats

S2.E3 - Speed, direction, force

- Floor lines/tape: 1" and 2", variety of colors and sizes
- Cones: 6", 9", 12" and 18", mini markers, dome cones, half cones
- Poly spots
- Directional arrows

S2.E4 - Alignment & muscular tension

- Sound system/music (dance)
- Tumbling mats
- Vaults
- Balance beam/s

S2.E5 - Strategies & tactics

- Pinnies, scrimmage vests or wrist bands
- Floor lines/tape: 1" and 2", variety of colors and sizes
- Cones: 6", 9", 12" and 18", mini markers, dome cones, half cones
- Poly spots
- Various game equipment

Equipment Recommendations for K-5 Physical Education Outcomes (cont.)

Standard 3: "Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."

Physical Activity Knowledge:

- Exit tickets/slips
- Paper/pencil assessments
- Plickers/Plagnets
- Google Form assessments
- Kahoot, Quizziz, Quizlet, etc.
- Student videos, iPad videos
- Flip Grid, Seesaw, etc.

Engages in Physical Activity

Fitness Monitoring Technology/Tracking

- Pedometers
- Heart rate monitors or pulse sticks
- Physical activity calendars
- Journals
- Google Form questionnaires

General Fitness Equipment

- Exercise task cards or station signs for training
- Fitness spots with themes: core, medicine ball, partner exercises, bands, stability ball, yoga, bodyweight, etc.
- Steps with storage rack or wheeled cart
- Hurdles
- Jump ropes
- Agility ladders
- Floor spots
- Exercise mats, individual
- Medicine balls or body bars and storage rack or wheeled cart
- Stability balls on storage rack (wheeled or wall mount)

Aerobic Fitness Equipment

- Aerobic dance music & choreography/videos
- Exergaming (Just Dance, Wii Fit, etc.)
- Fitness trampolines

Strength and Endurance Fitness Equipment

- Resistance training bands
- Exercise tubing
- Bodyweight training signs and cards
- Fitness Dice
- Decks of Cards

Flexibility and Balance Fitness Equipment

- Yoga mats
- Bosu & dome balance discs
- Balance boards
- Slacklines or balance beams
- Movement signs, posters and station cards
- Wheeled equipment cart
- Skill development signs

Lifetime Wellness/Fitness Equipment

- Snowshoes
- Razor scooters
- Spin boards
- Roller blades/skates
- Skateboards
- Traverse climbing wall
- Yoga/exercise mats

Fitness Knowledge

- Exit tickets/slips
- Paper/pencil assessments
- Plickers/Plagnets
- Google Form assessments
- Kahoot, Quizziz, Quizlet, etc.
- Student videos, iPad videos
- Flip Grid, Seesaw, etc.
- Fitness knowledge posters
- Fitness station posters and exercise cards

Equipment Recommendations for K-5 Physical Education Outcomes (cont.)

Assessment & Program Planning

- | | |
|---|---|
| <ul style="list-style-type: none"> ● FitnessGram manual ● Fitness assessment tools ● Curl-up strips ● Push-up base/push-up counter ● Pacer CD/YouTube Clip ● Sit and reach board ● Mile mark measurer ● Trunk lift ruler ● Chin-up bar | <ul style="list-style-type: none"> ● Goal setting SMART goal chart ● MVPA posters ● Target heart rate chart ● Health-related fitness posters ● Skill-related fitness posters |
|---|---|

Nutrition

- | | |
|---|--|
| <ul style="list-style-type: none"> ● MyPlate visuals ● MyPlate floor mat/game board ● Nutrition cards ● Nutrition posters ● Fruit/veggie bean bags/nutrition props | <ul style="list-style-type: none"> ● Nutrition games ● Rainbow colored equipment ● Rainbow cones and spots ● Rainbow colored bean bags |
|---|--|

Stress Management

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Mindfulness visuals ● Stress balls/fidgets ● Zones of Regulation posters ● Conflict resolution visuals/corner ● Cool down space ● health. moves. minds./SEL resources | <ul style="list-style-type: none"> ● Yoga mats ● Yoga education materials |
|--|---|

Standard 4: "Exhibits responsible personal and social behavior that respects self and others."

Personal Responsibility

- Athletic footwear/shoes
- Active clothing
- Zones of Regulation poster
- Conflict resolution/corner posters

Accepting Feedback

- Reciprocal learning activity task sheets
- Video recording device/tripod

Working With Others

- Teamwork posters/visuals
- Tarps
- Buddy walkers
- Speed stack buckets
- Noodles/balls
- Scooters/mats
- Spot markers: squares or circles
- Parachutes: multiple small and one large

Equipment Recommendations for K-5 Physical Education Outcomes (cont.)

Rules & Etiquette

- Classroom rules posters
- Positive messages visuals
- PBIS school guidelines visuals

Safety

- Athletic footwear/shoes
- Sunscreen
- Water
- Safety goggles
- Boundary lines, cones
- Safe, unobstructed physical activity space

Standard 5: "Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction."

Health

- Physical activity posters
- Nutrition posters
- Mindfulness/stress management/wellness/emoji posters

Challenge

- Lifetime wellness activities: *Equipment optional based on district curriculum, availability, and regional interest/opportunities
- Snowshoes
- Razor scooters
- Spin boards
- Roller blades/skates
- Skateboards
- Traverse climbing wall
- Yoga/exercise mats
- Growth mindset posters
- Teamwork posters

Self-Expression & Enjoyment

- Field day equipment
- Cardio drumming: stability balls and drumsticks
- Creative movement/dance music activities
- Portable sound system

Social Interaction

- Parachute/mini parachutes
- Cooperative activities and equipment

Safety

- Sunscreen
- Water
- Safety goggles
- Boundary lines, cones
- Safe, unobstructed physical activity space

Appendix D: 6-8 Physical Education Equipment

NOTE:

- Programs must include equipment that helps students of all abilities learn, build skills and feel successful in each lesson and instructional unit, including adaptive physical education students.
- Examples include providing equipment that is softer, larger, and/or lighter. Equipment should assist with skill development and game play adaptation.
- Look to equipment vendors for a wide selection of adapted PE equipment ideas.

Equipment Recommendations for 6-8 Middle School Outcomes	
Standard 1: "Demonstrates competency in a variety of motor skills and movement patterns"	
Standard 2: "Applies knowledge of concepts, principles, strategies and tactics related to movement and performance."	
Games & Sports:	
Invasion & Field Games	
<p><u>Standard 1:</u> Throwing, catching, passing & receiving, dribbling & ball control, dribbling & ball control with foot, offensive & defensive skills, shooting on goal</p> <p><u>Standard 2:</u> Creating space with movement, offensive tactics, and using width and length. Reducing space by changing size and shape, using denial and transitions.</p>	
<p>GENERAL:</p> <ul style="list-style-type: none"> • Playground balls: 5", 10" • Foam Skin Balls: 5", 6.3", 8.25" • Pinnies/Jerseys, 4 different team colors, one/student. Reversible if desired. • Skill development signs for activities • Wheeled equipment carts for activities • Ball inflator • Storage bags • Team jerseys/pinnies, various colors • Cones for boundaries or goals <p>BASKETBALL</p> <ul style="list-style-type: none"> • Basketballs: Indoor, middle school sport sizes (sizes 6 and 7). • Basketballs: Outdoor, Rubber <p>FOOTBALL:</p> <ul style="list-style-type: none"> • Footballs: Regular, junior size • Footballs: Foam/nerf/spiral • Flag belts 	<p>HOCKEY</p> <ul style="list-style-type: none"> • Sticks, plastic • Pucks, plastic/rubber • Hockey barriers, if needed • Scooter hockey: scooters & mini sticks <p>SOCCER:</p> <ul style="list-style-type: none"> • Indoor soccer balls: soft/foam, size 5 • Outdoor composition balls: size 5 • Pop-up nets (or large cones for goals) • Kick shields for shins <p>TCHOUKBALL:</p> <ul style="list-style-type: none"> • Tchoukball foam ball, indoor/softer use • Tchoukball, official ball • Tchoukball rebounders, 2+ sets <p>ULTIMATE FRISBEE:</p> <ul style="list-style-type: none"> • Frisbee, ultimate size • Foam Frisbees for indoor and adapted PE <p>NON-TRADITIONAL INVASION GAMES:</p> <ul style="list-style-type: none"> • Different games can be found in equipment catalogs, including nutrition-themed games. These can be integrated into your program.

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Net & Wall Games

Standard 1: Underhand serving, overhand striking, forehand, backhand, weight transfer, volley, two hand volley.

Standard 2: Creating space through variation. Using tactics and shots.

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries

NET SYSTEM NOTES:

- Use the same nets in pickleball & badminton.
- If you do not have standard nets or courts, use mini nets, tether-based net systems, ropes over cones, portable net systems or wheeled standard nets.
- In volleyball, use standard nets or try small-sided game play using pickleball or badminton nets for smaller courts.

BADMINTON:

- Racquets
- Shuttlecocks/birdies: standard, slow speed, and oversize.
- Net system of choice.

ROUND NET (*Name brand: Spikeball)

- Hula hoops with 3.5" - 5" playground or high-bounce rubber ball of choice.
- Spikeball net game set

PICKLEBALL:

- Paddles, wooden, plastic
- Balls: pickleballs, wiffle balls, and foam high bounce (standard and oversize)
- Net system of choice

TABLE TENNIS - PING PONG:

- Paddles
- Balls: regular and slower play
- Tabletop barriers

TENNIS:

- Racquets
- Balls: regular, foam, slow bounce
- Net system of choice.

VOLLEYBALL:

- Volleyballs: standard and soft-play
- Volleyballs: oversize/training and jumbo/biggie
- Nets system of choice.

Target Games

Standard 1: Underhand throw, striking.

Standard 2: Shot selection.

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries

DISC GOLF:

- Disc golf style Frisbees, weighted
- Frisbee, standard (if weighted unavailable)
- Disc golf targets: travel 9-hole pop-up course set, indoor/outdoor hoop disc target set, tall cones, or use your play area.
- Foam Frisbees for indoor and adapted PE

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Target Games

Standard 1: Underhand throw, striking.

Standard 2: Shot selection.

ARCHERY:

*See [NASP](#) (National Archery in Schools Program) or vendor catalogs for recommendations on age-groups/ability levels. Order mostly right-handed and a few left-handed (2-3), with a goal to have enough bows for 2:1 or 3:1.

- Bows, compound
- Arrows and arrow stands/ground quivers
- Targets and Target stands
- Arrow Curtain Safety Netting
- Standards or wall mounts to hang netting.
- Accessories (armguard, archery glove, etc.)

BOWLING:

- Bowling Pin sets, weighted
- Bowling Balls, indoor, rubber
- Bowling Pin Placement Mats
- Storage bag for each set of pins with a ball
- Assist-a-Roll for Adapted PE bowling

YARD GAMES:

*Note: Look for yard games that are heavy-duty plastic or rubber for indoor/outdoor use.

- Bocce ball
- Bean bag bocce ball
- Washer toss
- Horseshoes
- Triple Toss - Ladder Golf
- Bean Bag Toss - Cornhole
- Name brand games: Kan Jam, PaddleZlam, RampShot, Spikeball

GOLF:

*Note: Depending upon your needs, start with one-length of an iron. If you are going into more detail, you can add more club lengths. Check out youth golf associations such as [SNAG Golf](#), [The First Tee](#) for recommendations.

- Balls: whiffle/indoor plastic, foam
- Clubs: iron, plastic or rubber.
- Hitting mats and rubber tees
- Putters and Putting mats
- Chipping nets
- Curtain Safety Netting

Standards or wall mounts to hang safety netting to hit into. *Note: You can hit soft balls into a wall, side of a building or open space and indoors or outside.

Striking & Fielding Games

Standard 1: Striking, catching.

Standard 2: Offensive strategies and reducing space.

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries/stations

OMNIKIN (Omnikin brand or other brand for balls)

- Omnikin: 18", 1 set of 6
- Omnikin: regular size 48", 1-2 per class
- Replacement bladders. 2+
- Heavy duty inflator
- Team jerseys/pinnies

SOFTBALL:

- Bats: foam coated, plastic, rubber, metal
- Balls for throwing/catching: soft/IncrediBall
- Balls for hitting: whiffle, foam
- Gloves, right and left throw
- Bases
- Catcher's masks
- Hitting tees or tall cones (36") to hit off

CRICKET:

- Cricket game set

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Outdoor Pursuits

Standard 2: Movement concepts.

ORIENTEERING:

- Compass class set

WATER-BASED ACTIVITIES:

- Canoe/kayak: ideally enough to allow whole class to be on the water at the same time
- Stand-up paddle boards: one board for every two students, paddles, PFD's in different sizes for entire group plus several extras to accommodate different size needs

GEOCACHING:

- Handheld GPS: ideally one for every two students. Phones can also be used but cell signal is not reliable in all areas.

BIKING:

- Range of sizes, enough bikes to accommodate the entire class (at least one suitable for students with disabilities/ balance issues)
- Bike helmets

ROLLERBLADING:

- Range of sizes
- Helmets (can use bike helmets);
- Wrist guards/ knee pads for rollerblading

ICE SKATING:

- Range of sizes
- Helmets (can use bike helmets)
- Broomball sticks and broomballs

CLIMBING WALLS/ HIGH ROPES COURSES:

- Harnesses in a range of sizes
- Carabiners
- ATCs
- Helmets (can get universal helmets which could be worn on multiple activities)
- Rope spool
- Other equipment would be specific to a course and would come at the course builder's instruction and training (e.g., lobster claws, different pulley systems for different elements)

XC SKIING:

- Range of skis
- Ski poles in various heights
- Ski boots in a wide variety of sizes

SNOWSHOEING:

- Enough to accommodate avg. class size

SLEDS:

- Enough for one sled for 2-3 students

YARD GAMES: See Target Game section above

- Kubb sets (1 set per 4 students)
- Spikeball, bocce ball, paddle slam, cornhole, horseshoes, ladderball
- Use these as stations, reducing the amount needed, or as a standalone unit which would require more equipment.
- When using stations, you can even do "half-court" style so you get two full games going out of one set.

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Individual Performance Activities, Dance, and Rhythms

Standard 1: Hopping, galloping, running, sliding, skipping, leaping, jogging, running, dance, combinations.

Standard 2: Movement concepts.

<p>GENERAL DANCE, RHYTHM & MOVEMENT:</p> <ul style="list-style-type: none"> ● Sound system & music ● Open space ● Lines in gymnasium and/or floor tape for markings ● Cones ● Poly floor spots ● Movement signs, posters and station cards <p>CARDIO DRUMMING</p> <ul style="list-style-type: none"> ● Stability balls, one per student ● Drumsticks or dowels, wood or plastic, one set per student ● Stability ball bases or buckets: purchase from vendor catalog or use deck rings, pans, or baskets. <p>ACTIVE GAMING:</p> <ul style="list-style-type: none"> ● Electronic exergaming systems (e.g., Just Dance on Xbox or Wii) 	<p>JUGGLING FOUNDATIONS:</p> <ul style="list-style-type: none"> ● Scarves, enough for 1 set of 3 per student ● Cubes or bags/hacky sacks, enough sets for half the class <p>JUGGLING STATIONS (2-4+ sets for each):</p> <ul style="list-style-type: none"> ● Juggling clubs, foam ● Spinning plates ● Diablo ● Juggling rings ● Devil sticks ● Flower stick <p>SPEED CUP STACKING:</p> <ul style="list-style-type: none"> ● Cup sets, regular, one set per student ● Jumbo cup sets, 3 sets for class games ● Mats and timers, a few sets for stations <p>TRACK & FIELD:</p> <ul style="list-style-type: none"> ● Batons, metal or foam ● Discs + shot puts ● Hurdles, multi-size ● Measuring tape, 2+ ● Stopwatches
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Aquatics

<ul style="list-style-type: none"> ● Pool access ● Kickboards ● Pull buoys ● Diving rings ● Goggles/face masks/flippers ● Water polo balls ● Pool noodles 	
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Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Standard 3: "Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."

Physical Activity Knowledge

- Activities that teach health-related fitness concepts
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology such as pedometers and heart rate monitors that help students self-monitor and reflect upon physical activity knowledge.

Engages in Physical Activity

ACTIVITIES & EQUIPMENT FOR:

- Lifetime dual & individual sports
- Martial arts
- Recreational team sports
- Outdoor pursuits
- Dance activities
- Aquatic activities
- Aerobic fitness activities
- Strength & endurance fitness activities

FITNESS MONITORING TECHNOLOGY:

- Pedometers
- Heart rate monitors

GENERAL FITNESS:

- Exercise station or task cards
- Fitness themed spots: core, medicine ball, partner exercises, bands, stability ball, yoga, bodyweight, etc.
- Fitness steps with wheeled cart
- Jump ropes
- Floor spots
- Exercise mats, individual
- Medicine balls with storage rack/cart
- Stability balls with storage rack/cart
- Training sticks: PVC or dowel rod

AEROBIC FITNESS:

- Cardio-kickboxing gloves and pads
- Aerobic dance music and choreography or fitness videos
- Fitness gaming (e.g., Just Dance, Wii Fit)
- Fitness trampolines

STRENGTH & ENDURANCE FITNESS:

- Exercise task cards for Pilates training
- Resistance training bands
- Exercise tubing
- Bodyweight training signs and cards, etc.
- Free weight training dumbbells and weight bars
- Weight training equipment in a weight room or fitness center, if possible

FLEXIBILITY & BALANCE FITNESS:

- Yoga mats
- Yoga blocks
- Yoga straps
- Bosu & dome balance discs
- Balance boards
- Slacklines
- Movement signs, posters and station cards
- Wheeled equipment cart
- Skill development signs

SKILL-RELATED FITNESS:

- Plyometric boxes
- Hurdles
- Agility ladders

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Fitness Knowledge

- Activities that teach health-related fitness concepts
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology
- Fitness knowledge posters: skill-related fitness, health-related fitness, RPE/intensity levels, FITT principles, muscles, bones, heart rate, etc.
- Goal setting forms
- Fitness technology for self-monitoring: pedometers, heart rate monitors, etc.
- Strength training anatomy posters
- Heart rate poster
- Stretching poster
- FITT principles sample
- Pedometer banner
- Nutrition

Assessment & Program Planning

GENERAL:

- Goal setting forms (paper, electronic)
- Program planning forms (paper, electronic)
- FitnessGram fitness testing results
- Activity logs (paper, electronic)

FITNESSGRAM ASSESSMENT:

- FitnessGram cadence CD for PACER, push-ups and curl-ups
- Health-O-Meter remote display scale (LCD display)
- Sit-N-Reach
- Weight scale
- Body composition analyzer
- Automatic blood pressure monitor
- Height measuring wall mount strip

Nutrition

- Nutrition-themed games
- Nutrition food group cards
- Nutrition curriculum
- Activities that teach nutrition concepts: basic food groups, serving sizes/portions, daily amounts, healthy food, snack and water intake, etc.
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology
- Rainbow colored equipment, including cones, spots and flags for games and activities

Stress Management

- Stress management posters
- Yoga equipment
- Tai chi activities and materials
- Mindfulness curriculum
- Stress management curriculum including tips for breathing, guided visualization exercises, etc.

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Standard 4: "Exhibits responsible personal and social behavior that respects self and others."

Personal Responsibility

- Reflection forms
- Activity logs
- Sport Education activities
- Team building activities
- Conflict resolution posters

Accepting Feedback

- Feedback learning activity task sheets
- Video recording feedback activities
- Sport Education activities
- Team building activities

Working with others

- Teamwork posters/visuals
- Tarps
- Buddy walkers
- Speed stack buckets
- Noodles/balls
- Scooters/mats
- Spot markers: squares or circles
- Parachute: large
- Parachutes: mini parachutes (for groups of 5-6) or partner parachutes.
- Cooperative-themed game with various skill focuses (Ex: Skillastics)
- Sport Education activities
- Video game play analysis

Rules & Etiquette

- Classroom rules posters
- Positive messages and visuals
- PBIS school guidelines visuals

Safety

- Safety checklist and quiz
- Access to water
- Safety goggles and safety masks for activities as necessary
- Boundary lines, cones
- Safe, unobstructed physical activity space

Equipment Recommendations for 6-8 Middle School Outcomes (cont.)

Standard 5: "Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction."

Health

- Physical activity posters
- Nutrition posters
- Mindfulness/stress management/wellness/emoji posters

Challenge

- Lifetime Wellness Activities: *Equipment is optional based on district curriculum, availability, and regional interest/opportunities.
- Outdoor education activities: snowshoes, skiing, biking, skating, Razor scooters, spin boards, rollerblades/skates, skateboards, slacklining, balance boards
- Traverse climbing wall
- Growth mindset posters
- Teamwork posters

Self-Expression & Enjoyment

- Field day equipment
- Cardio drumming: stability balls and drumsticks
- Creative movement/dance music activities
- Portable sound system

Social Interaction

- Sport Education activities
- Cooperative activities and equipment

Appendix E: 9-12 Physical Education Equipment

NOTE:

- Programs must include equipment that helps students of all abilities learn, build skills and feel successful in each lesson and instructional unit, including adaptive physical education students.
- Examples include providing equipment that is softer, larger, and/or lighter. Equipment should assist with skill development and game play adaptation.
- Look to equipment vendors for a wide selection of adapted PE equipment ideas.

Equipment Recommendations for 9-12 High School Outcomes	
Standard 1: "Demonstrates competency in a variety of motor skills and movement patterns"	
Standard 2: "Applies knowledge of concepts, principles, strategies and tactics related to movement and performance."	
MOVEMENT PATTERNS & CONCEPTS:	
Invasion & Field Games	
<p>GENERAL:</p> <ul style="list-style-type: none"> • Playground balls: 5", 10" • Foam Skin Balls: 5", 6.3", 8.25" • Pinnies/Jerseys: 4 different team colors, enough for one per student. Reversible if desired. • Skill development signs for activities • Wheeled equipment carts for activities • Ball inflator • Storage bags • Team jerseys/pinnies, various colors • Cones for boundaries or goals <p>BASKETBALL</p> <ul style="list-style-type: none"> • Basketballs: Indoor, middle school sport sizes (sizes 6 and 7) • Basketballs: outdoor, rubber <p>FOOTBALL:</p> <ul style="list-style-type: none"> • Footballs: regular, junior size • Footballs: foam/nerf/spiral • Flag belts 	<p>HOCKEY</p> <ul style="list-style-type: none"> • Sticks, plastic • Pucks, plastic/rubber • Hockey barriers, if needed • Scooter hockey: scooters & mini sticks <p>SOCCER:</p> <ul style="list-style-type: none"> • Indoor soccer balls: soft/foam, size 5 • Outdoor composition balls: size 5 • Pop-up nets (or large cones for goals) • Kick shields for shins <p>TCHOUKBALL:</p> <ul style="list-style-type: none"> • Tchoukball foam ball, indoor/softer use • Tchoukball, official ball • Tchoukball rebounders, 2+ sets <p>ULTIMATE FRISBEE:</p> <ul style="list-style-type: none"> • Frisbee, ultimate size • Foam Frisbees for indoor and adapted PE <p>NON-TRADITIONAL INVASION GAMES:</p> <ul style="list-style-type: none"> • Different invasion-style games can be found in equipment catalogs, including nutrition-themed invasion games. These can be integrated into your program.

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Net & Wall Games

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries

NET SYSTEM NOTES:

- Use same nets in pickleball & badminton.
- If you do not have standard nets or courts, use mini nets, tether-based net systems, ropes over cones, portable net systems or wheeled standard nets
- In volleyball, use standard nets or try small-sided game play using pickleball or badminton nets for smaller courts

BADMINTON:

- Racquets
- Shuttlecocks/birdies: standard, slow speed, and oversize
- Net system of choice

ROUND NET (*Name brand: Spikeball)

- Hula hoops with 3.5" - 5" playground or high-bounce rubber ball of choice
- Spikeball net game set

PICKLEBALL:

- Paddles, wooden, plastic
- Balls: pickleballs, wiffle balls, and foam high bounce (standard and oversize)
- Net system of choice

TABLE TENNIS - PING PONG:

- Paddles
- Balls: regular and slower play
- Tabletop barriers

TENNIS:

- Racquets
- Balls, regular, foam, slow bounce
- Net system of choice.

VOLLEYBALL:

- Volleyballs, standard and soft-play
- Volleyballs, oversize/training and jumbo/biggie
- Nets system of choice

Target Games

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries

ARCHERY

*See [NASP](#) (National Archery in Schools Program) or vendor catalogs for recommendations on age-groups/ability levels. Order mostly right-handed and a few left-handed (2-3), with a goal to have enough bows for 2:1 or 3:1.

- Bows, compound.
- Arrows and arrow stands/ground quivers
- Targets and target stands
- Arrow curtain safety netting
- Standards or wall mounts to hang netting
- Accessories (armguard, archery glove, etc.)

DISC GOLF:

- Disc golf style Frisbees, weighted
- Frisbee, standard (if weighted are unavailable)
- Disc golf targets: travel 9-hole pop-up course set, indoor/outdoor hoop disc target set, tall cones, or use your play area
- Foam Frisbees for indoor and adapted PE

YARD GAMES:

*Note: Look for yard games that are heavy-duty plastic or rubber for both indoor and outdoor use.

- Bocce ball
- Bean bag bocce ball
- Washer toss
- Horseshoes
- Triple toss - ladder golf
- Bean bag toss - cornhole
- Name brand games: Kan Jam, PaddleZlam, RampShot, Spikeball

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Target Games

BOWLING:

- Bowling pin sets, weighted
- Bowling balls: indoor, rubber
- Bowling pin placement mats
- Storage bag for each set of pins with a ball
- Assist-a-Roll for adapted PE bowling

GOLF:

*Note: Depending upon your needs, start with one length of an iron. If you are going into more detail, you can add more club lengths. Check out youth golf associations such as [SNAG Golf](#), [The First Tee](#) for recommendations.

- Balls: whiffle/indoor plastic, foam
- Clubs: iron, plastic or rubber
- Hitting mats and rubber tees
- Putters and putting mats
- Chipping nets
- Curtain safety netting

Standards or wall mounts to hang safety netting to hit into. *Note: You can hit soft balls into a wall, side of a building or open space and indoors or outside.

Striking & Fielding Games

GENERAL:

- Skill development signs for activities
- Wheeled equipment carts for activities
- Storage bags
- Cones and spots for boundaries/stations

OMNIKIN (Omnikin brand or other brand for balls)

- Omnikin: 18" balls, 1 set of 6
- Omnikin: regular size 48", 1-2 per class
- Replacement bladders. 2+
- Heavy duty inflator
- Team jerseys/pinnies

SOFTBALL:

- Bats: foam coated, plastic, rubber, metal
- Balls for throwing/catching: soft/IncrediBall
- Balls for hitting: whiffle, foam
- Gloves, right and left throw
- Bases
- Catcher's masks
- Hitting tees or tall cones (36") to hit off

CRICKET:

- Cricket game set

Outdoor Pursuits

ORIENTEERING:

- Compass class set

WATER-BASED ACTIVITIES:

- Canoe/kayak: ideally enough for whole class to be on the water at the same time
- Stand-up paddle boards: one board for every two students, paddles, PFDs in different sizes for entire group plus several extras to accommodate different size needs

GEOCACHING:

- Handheld GPS, enough for 1 between 2 ideally. Phones can also be used but are not reliable in areas of bad cell signal.

CLIMBING WALLS/ HIGH ROPES COURSES:

- Harnesses in a range of sizes
- Carabiners
- ATCs
- Helmets (can get universal helmets which could be worn on multiple activities)
- Rope spool
- Other equipment would be specific to a course and would come at the course builder's instruction and training (e.g., lobster claws, different pulley systems for different elements)

XC SKIING:

- Range of skis
- Ski poles in various heights
- Ski boots in a wide variety of sizes

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Outdoor Pursuits

BIKING:

- Range of sizes, enough bikes to accommodate entire class (at least one suitable for students with disabilities/ balance issues)
- Bike helmets

ROLLERBLADING:

- Range of sizes
- Helmets (can use bike helmets)
- Wrist guards/knee pads for rollerblading

ICE SKATING:

- Range of sizes
- Helmets (can use bike helmets)
- Broomball sticks and broomballs

SNOWSHOEING:

- Enough to accommodate average class size

SLEDS:

- Enough for one sled for 2-3 students

YARD GAMES: See Target Game section above.

- Kubb sets (1 set per 4 students)
- Spikeball, bocce ball, paddle slam, cornhole, horseshoes, ladderball
- Use these as stations, reducing the amount needed, or as a standalone unit, which would require more equipment. When using stations, you can even do “half-court” style so you get two full games going out of one set.

Dance & Rhythms, Individual Performance Activities

GENERAL DANCE, RHYTHM & MOVEMENT:

- Sound system & music
- Open space
- Lines in gymnasium and/or floor tape for markings
- Cones
- Poly floor spots
- Movement signs, posters and station cards

CARDIO DRUMMING

- Stability balls, one per student
- Drumsticks or dowels, wood or plastic, one set per student
- Stability ball bases or buckets: purchase from vendor catalog or use deck rings, pans, or baskets

ACTIVE GAMING:

- Electronic active gaming systems (e.g., Just Dance on Xbox or Wii)

JUGGLING FOUNDATIONS:

- Scarves, enough for 1 set of 3 per student
- Cubes or bags/hacky sacks, enough sets for half class

JUGGLING STATIONS (2-4+ sets for each):

- Juggling clubs: foam
- Spinning plates
- Diabolo
- Juggling rings
- Devil sticks
- Flower stick

SPEED CUP STACKING:

- Cup sets, regular, one set per students
- Jumbo cup sets, 3 sets for class games
- Mats and timers, a few sets for stations

TRACK & FIELD:

- Batons, metal or foam
- Discs
- Shot puts
- Hurdles, multi-size
- Measuring tape, 2+
- Stop watches

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Fitness Activities

ACTIVITIES & EQUIPMENT FOR:

- Lifetime dual & individual sports
- Martial arts
- Recreational team sports
- Outdoor pursuits
- Dance activities
- Aquatic activities
- Aerobic fitness activities
- Strength & endurance fitness activities

FITNESS MONITORING TECHNOLOGY:

- Pedometers
- Heart rate monitors

GENERAL FITNESS:

- Exercise station or task cards
- Fitness themed spots: core, medicine ball, partner exercises, bands, stability ball, yoga, bodyweight, etc.
- Fitness steps with wheeled cart
- Jump ropes
- Floor spots
- Exercise mats, individual
- Medicine balls with storage rack/cart
- Stability balls with storage rack/cart
- Training sticks: PVC or dowel rod

AQUATICS:

- Pool access
- Kickboards, pull buoys, diving rings
- Goggles/face masks/flippers
- Water polo balls
- Pool noodles

AEROBIC FITNESS:

- Cardio-kickboxing gloves and pads
- Aerobic dance music and choreography or fitness videos
- Fitness gaming (e.g., Just Dance, Wii Fit)
- Fitness trampolines

STRENGTH & ENDURANCE FITNESS:

- Exercise task cards for Pilates training
- Resistance training bands
- Exercise tubing
- Bodyweight training signs and cards, etc.
- Free weight training dumbbells and weight bars
- Weight training equipment in a weight room or fitness center, if possible

FLEXIBILITY & BALANCE FITNESS:

- Yoga mats
- Yoga blocks
- Yoga straps
- Bosu & dome balance discs
- Balance boards
- Slacklines
- Movement signs, posters and station cards
- Wheeled equipment cart
- Skill development signs

SKILL-RELATED FITNESS:

- Plyometric boxes
- Hurdles
- Agility ladders

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Standard 3: "Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."

Physical Activity Knowledge

- Activities that teach health-related fitness concepts
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology such as pedometers and heart rate monitors that help students self-monitor and reflect upon physical activity knowledge

Engages in Physical Activity

ACTIVITIES & EQUIPMENT FOR:

- Lifetime dual & individual sports
- Martial arts
- Recreational team sports
- Outdoor pursuits
- Dance activities
- Aquatic activities
- Aerobic fitness activities
- Strength & endurance fitness activities

FITNESS MONITORING TECHNOLOGY:

- Pedometers
- Heart rate monitors

GENERAL FITNESS:

- Exercise station or task cards
- Fitness themed spots: core, medicine ball, partner exercises, bands, stability ball, yoga, bodyweight, etc.
- Fitness steps with wheeled cart
- Jump ropes
- Floor spots
- Exercise mats, individual
- Medicine balls with storage rack/cart
- Stability balls with storage rack/cart
- Training sticks: PVC or dowel rod

AEROBIC FITNESS:

- Cardio-kickboxing gloves and pads
- Aerobic dance music and choreography or fitness videos
- Fitness gaming (e.g., Just Dance, Wii Fit)
- Fitness trampolines

STRENGTH & ENDURANCE FITNESS:

- Exercise task cards for Pilates training
- Resistance training bands
- Exercise tubing
- Bodyweight training signs and cards, etc.
- Free weight training dumbbells and weight bars
- Weight training equipment in a weight room or fitness center, if possible

FLEXIBILITY & BALANCE FITNESS:

- Yoga mats
- Yoga blocks
- Yoga straps
- Bosu & dome balance discs
- Balance boards
- Slacklines
- Movement signs, posters and station cards
- Wheeled equipment cart
- Skill development signs

SKILL-RELATED FITNESS:

- Plyometric boxes
- Hurdles
- Agility ladders

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Fitness Knowledge

- Activities that teach health-related fitness concepts
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology
- Fitness knowledge posters: skill-related fitness, health-related fitness, RPE/intensity levels, FITT principles, muscles, bones, heart rate, etc.
- Goal setting forms
- Fitness technology for self-monitoring: pedometers, heart rate monitors, etc.
- Strength training anatomy posters
- Heart rate poster
- Stretching poster
- FITT principles sample
- Pedometer banner
- Nutrition

Assessment & Program Planning

GENERAL:

- Goal setting forms (paper, electronic)
- Program planning forms (paper, electronic)
- FitnessGram fitness testing results
- Activity logs (paper, electronic)

FITNESSGRAM ASSESSMENT:

- FitnessGram cadence CD for PACER, push-ups and curl-ups
- Health-O-Meter remote display scale (LCD display)
- Sit-N-Reach
- Weight scale
- Body composition analyzer
- Automatic blood pressure monitor
- Height measuring wall mount strip

Nutrition

- Nutrition-themed games
- Nutrition food group cards
- Nutrition curriculum
- Activities that teach nutrition concepts: basic food groups, serving sizes/portions, daily amounts, healthy food, snack and water intake, etc.
- Cognitive assessments, formative & summative
- Reflection forms
- Instructional technology
- Rainbow colored equipment, including cones, spots and flags for games and activities

Stress Management

- Stress management posters
- Yoga equipment
- Tai chi activities and materials
- Mindfulness curriculum
- Stress management curriculum including tips for breathing, guided visualization exercises, etc.

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Standard 4: "Exhibits responsible personal and social behavior that respects self and others."

Personal Responsibility

- Reflection forms
- Activity logs
- Sport Education activities
- Team building activities
- Conflict resolution posters

Rules & Etiquette

- Sport Education activities
- Team building activities
- Classroom rules posters
- Positive messages and visuals
- PBIS school guidelines visuals

Working with others

- Teamwork posters/visuals
- Team building activities and equipment.
- Speed stack buckets
- Noodles/balls
- Scooters/mats
- Spot markers: squares or circles
- Parachute: large
- Parachutes: mini parachutes (for groups of 5-6) or partner parachutes
- Cooperative-themed game with various skill focuses (Ex: Skillastics)
- Sport Education activities
- Video game play analysis

Safety

- Safety checklist and quiz
- Access to water
- Safety goggles and safety masks for activities as necessary
- Boundary lines, cones
- Safe, unobstructed physical activity space

Equipment Recommendations for 9-12 High School Outcomes (cont.)

Standard 5: "Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction."

Health

- Physical activity posters
- Nutrition posters
- Mindfulness/stress management/wellness/emoji posters

Challenge

- Lifetime Wellness Activities: *Equipment is optional based on district curriculum, availability, and regional interest/opportunities.
- Outdoor education activities: snowshoes, skiing, biking, skating, Razor scooters, spin boards, rollerblades/skates, skateboards, slacklining, balance boards
- Traverse climbing wall
- Growth mindset posters
- Teamwork posters

Self-Expression & Enjoyment

- Field day equipment
- Cardio drumming: stability balls and drumsticks
- Creative movement/dance music activities
- Portable sound system

Social Interaction

- Sport Education activities
- Cooperative activities and equipment